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FOR IMMEDIATE RELEASE

From: Black Student Union at UC Berkeley

Contact: Black Student Union, bsudemands.berkeley@gmail.com, [redacted]

Subject: Black students at UC Berkeley demand institutional changes

BERKELEY, Calif. – The Black Student Union and other key Black student organizations on UC Berkeley's campus have demanded that Chancellor Nicholas Dirks implement institutional changes to address the conditions of Black students at the university.

On Feb. 13, Black student leaders met with Chancellor Dirks and Executive Vice Chancellor and Provost Claude Steele to present their demands. These demands of the Chancellor include increased space for Black students, increased staffing for recruitment and retention of Black students, mental health resources, support for Black student athletes, and recruitment of more Black graduate students, staff, and faculty. Nzingha Dugas, Director of African American Student Development, also attended the meeting. We gave the Chancellor until March 6th, three weeks from our meeting, to respond to our demands. We further met with Executive Vice-Chancellor and Provost Claude Steele and Vice Chancellor for Equity and Inclusion Gibor Basri on Friday March 6th 2015.

We found both the February 13th and the March 6th meetings to be positive, and were looking forward to the next concrete steps Chancellor Dirks would take to address our demands. However, we were frustrated when Chancellor Dirks defaulted on the March 6th, 2015 deadline we gave him to respond to the Black Student Union Demands, and did not respond until Tuesday, March 10th. We were further frustrated when the response we received did not adequately address our concerns - rather Chancellor Dirks circumvented having to directly respond to each of our demands as we had requested. He instead removed his office from the responsibility to implement solutions to the issues we face, shifting the focus to other departments, and left several critical issues we raised unaddressed entirely. We understand this action to demonstrate disrespect to the Black Student Union and our efforts to better our conditions on this campus. Furthermore, if we do not receive a written response from Chancellor Dirks addressing in detail, each of our individual demands as they were presented, by 5:00PM on Tuesday, March 17th, we will understand that the Chancellor has not prioritized the dire needs of Black students on this campus. And as such, we will proceed accordingly.

"We see the state of Black students, staff, and faculty on UC Berkeley's campus as an emergency situation, requiring immediate attention, and we will persevere until we get what we need and what we deserve."

[redacted]

"The Chancellor told the campus he is working with the Black Student Union to improve campus climate. We have worked with multiple campus partners to bring to him tangible proposals ready to be implemented. We hope the Chancellor stays true to his word and works with us. We need leadership, not rhetoric, in order to improve campus climate. He must follow up his words with action."

[redacted]

"Black people have been oppressed at this university since its creation. The fact that we have to come up with demands for support that has been long overdue to us is a testament to our condition. Regardless, I believe that we will win; and they believe that we will win too."

[redacted]

# # #

Press Advisory

WE DEMAND the creation of an African-American Student Development Resource Center, to be named the Fannie Lou Hamer Resource Center, with a designated office space as well as space for hosting events, at a central campus location. This center is to be under the purview of the African-American Student Development Office. Black student retention efforts on campus are minimal, and Black students are not being retained at UC Berkeley. While the average overall university graduation rate is over 90%, the highest being 94% of Asian students and 92% of White students, that rate is only 77% on average for Black students at Cal. Some reasons for this are lack of adequate academic, financial and organizational support, and feelings of isolation throughout the university. The resource center will serve as a space on campus for Black students to gather, host programming, and to offer support to Black student organizations, all contributing to community building, increased stability, and a greater feeling of belonging at the university.

WE DEMAND the hiring of two permanent full-time Black admissions staff members and a series of enhanced recruitment strategies, with a budget of $300,371, to recruit Black students to UC Berkeley. We maintain that this funding comes from the Chancellor's office and not from the Division of Student Affairs. These funds will be managed through the office of Admissions & Enrollment. This funding will be used to bolster efforts in the Office of Undergraduate Admissions and *bridges* Multicultural Resource Center. The recruitment of additional Black students is imperative to create a student body that is representative of the California population. A critical mass of Black students will surely help to alleviate the incredibly hostile campus climate Black students have had to endure for decades as consistently evidenced by campus climate surveys.

WE DEMAND the hiring of one permanent full-time Program Director to work with the Recruitment and Retention Centers within the *bridges* Multicultural Resource Center, with a budget of $113,932. We maintain this funding comes from the Chancellor's office and not from the Division of Student Affairs. A Program Director will provide much needed support for *bridges*. Currently, students sacrifice their health and wellness and academics to ensure they can complete all of their outreach and retention programs. We are demanding that the *bridges* Program Director be hired through the LEAD Center for a number of reasons. First, it ensures shared governance from both the University and ASUC on how the position will be managed. Second, the committee with the Executive Director of *bridges* represented to ensure new hires will represent the *bridges* student community. Lastly, the LEAD center specializes in student support in both leadership development and programming; thus the LEAD Center is the most logical unit to house student support staff in.

WE DEMAND the hiring of two permanent full-time Black psychologists at UC Berkeley. We maintain that the funding for this (which includes recruitment expenses) come from the office of the Chancellor. We as Black students need psychologists who share similar experiences in terms of racial discrimination and in dealing with the racially hostile campus climate at this university.

WE DEMAND the hiring of two permanent full-time Black Student Athlete Development Advisors to be available and provide mentorship and academic guidance for all Black student athletes. We recognize the work of the Chancellor's task force on student athletes and are adding this demand to ensure that there are sufficient support systems to attend to the particular needs of Black student athletes.

WE DEMAND the current budget for the Getting into Graduate School (GiGS) mentorship program be doubled in order to expand and strengthen the program. We believe this program creates a pipeline for Black students and other underrepresented students to get into graduate school, an area where Black students are severely underrepresented. We believe this program can be one of the many ways by which the campus can attempt to increase the abysmally low number of Black graduate students at UC Berkeley and other universities across the country.

WE DEMAND the immediate creation of a committee to submit recommendations for the aggressive recruitment and retention of Black staff and faculty within and outside of the African-American Studies Department. This committee shall have representatives from the African-American Studies Department, the Director of the African American Student Development office, and the Black Student Union, among other key students, staff,

and faculty and administration members. We expect an initial list of recommendations to be submitted to the Chancellor and the Black Student Union by April 8th, 2015.

WE DEMAND that the name of Barrows Hall be changed to Assata Shakur Hall. The building is currently named after David Prescott Barrows, former President of the University of California. Barrows was an imperialist by way of anthropology, and participated in perpetuating American colonialism, the creation of damaging stereotypes, and the subsequent destruction of cultures in the Philippines, and several regions in Africa. Given that the African American Studies, Ethnic Studies Departments, Gender and Women's Studies Departments are housed in this building, Barrows's name directly opposes the mission of these departments. The name Assata Shakur is fitting of the mission of these departments because she is an icon of resistance within oppressed communities, and represents Black resilience in the face of unadulterated state-sanctioned violence.

WE DEMAND full funding to sustain the American Cultures and Engaged Scholarship (ACES) program at UC Berkeley. We demand that this funding comes from the Chancellor's office and not solely from grant funding. Additionally, we demand two additional staff members to enhance the program. The ACES program at UC Berkeley is crucial to the development of scholarly activism and engaged service learning; we demand the right to access and create credible forms of knowledge that contribute to enacting social change within our communities.

WE DEMAND the Chancellor, Vice Chancellor of Student Affairs, Vice Chancellor of Equity and Inclusion, and the Dean of Students meet with members of the Triad (Black Student Union, Black Recruitment and Retention Center, African-American Student Development) at least once every academic semester. This will create a sustainable open-door policy between the leadership of the key Black student organizations on campus and the top echelon of University administration, so as to continually work together to better the conditions of Black students on campus and maintain transparency.

WE DEMAND that all of our demands be fully implemented within the next 3-6 months and that the Chancellor give us his official response no later than 5PM on March 6th 2015.

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Office of Admissions Supplemental Documents

Community Engagement Liaison (Student Services Advisor 4)

The Community Engagement Liaison serves as an ambassador for the University community and develops and maintains strategic relationships with community-based organizations in diverse communities. This includes high school principals, school administrators, community college partners, parent organizations, churches, student and alumni groups, and non-profit groups than encourage college going from underrepresented communities.

Responsibilities

- Develop and implement community-based outreach programs and engagement strategies for rising high school seniors and prospective transfer students. Responsible for working with school principals and school administrators to identify their participants.

- Work with AVC, OUA, CEP and campus partners such as *bridges* and student organizations to review and analyze data from prior outreach efforts; identify best practices to implement. Track efforts and provide regular updates on measurable progress, specific to underrepresented populations.

- Evaluate the effectiveness of programs and demonstrate creativity and forward thinking in making improvements and launching new efforts.

- Work with the Office of Undergraduate Admissions to develop and offer admissions preparation workshops located in convenient neighborhood locations for prospective students and their families.

- Participate in career fairs, conferences, and presentations for the purpose of recruitment from underrepresented communities.

- Work with existing ambassador or student groups that serve low income students and underrepresented students. Serve as a resource and partner to those groups in reaching out to their high schools or local communities.

- Serve on campus workgroups related to community outreach.

Student Group Liaison (Admissions and Recruitment Specialist 3)

The Student Group Liaison develops and maintains strategic relationships with *bridges* and other Berkeley student groups who support the recruitment and retention of underrepresented students.

They are also a member of the general admissions team, participating in outreach, application reading, selection, advising, and evaluation.

Responsibilities

- Collaborating with the Community Outreach Liaison, provide day-to-day assistance and support to *bridges* and other key Berkeley student organizations with regard to outreach visits, prospective and admitted student campus visits, and transition support in the summer before enrollment.

- Represents Berkeley at high school and community college visits, college fairs, and on campus recruitment and yield events. Represents the university in a positive and professional manner. Encourages participation in higher education in general and UC Berkeley specifically.

- Reads and scores freshman and transfer applications. Assesses academic preparation of applicants. Assesses applicants for motivation, leadership potential, work/life experience, extracurricular activities, SES, and educational or personal hardship. Uses professional judgment when reviewing complex admission cases.

- Provides in-depth information on admission requirements, eligibility requirements, selectivity, prerequisite courses, school curricula, and financial aid criteria.

- Evaluates transcripts for new and continuing students. Mandates supplemental conditions of admission as appropriate. Finalizes students Berkeley entrance records.

Additional Resource Proposal for African American Recruitment & Yield			
Background			
The Black Student Union is interested in strengthening Berkeley's recruitment and yield efforts for African-American undergraduates. In order to do so, resources are needed to support community outreach, deeper analysis of high school data, and incentives for participation from existing African American students on campus.			
Description of Resource Needed	**Estimated Cost/Funding Requested**	**Additional Notes**	

Community Engagement Liaison (i.e. Student Services Advisor 4)*	$113,932	This position would report to the AVC of Admissions & Enrollment. Similar positions already exist at LA, SD, and Davis	
bridges Liaison (i.e. Admissions/Recruitment Specialist 3)**	$103,859	This position would report to the Office of Undergraduate Admissions and have as a primary focus a contact and resource for bridges.	
Analytical Support for High School Visits	$0	No additional cost - can leverage existing in-house analyst in Office of Undergraduate Admissions.	
Expansion of bridges recruitment and yield events	$40,000	May be Senior Weekend, Transfer Weekend and additional programming.	
Companion travel for parents of Out of State African American Admits†	$23,100	Allows parents who are often influential decision-makers to accompany their student to Senior Weekend/Overnight Host.	
Meal/Reception for African American Admits††	$6,280	Lunch or dinner reception event for overnight visitors, parents, staff/faculty, and other guests.	
Incentives & Travel Costs for Current African American Student Hosts†††	$13,200	Giftcards to students who act as hosts to promote the University to admitted students. These gifts encourage participation from	

		host students who often have opportunitiy costs in giving up work shifts in order to participate.	
Annual Funding Required	**$300,371**	Annual, ongoing additional costs	

Bridges **Multicultural Resource Center Advisor Position**

Job Summary

bridges Multicultural Resource Center is a coalition of seven student-initiated, student-run organizations that are committed to the recruitment and retention of low-income, underrepresented, first-generation college-going students. *bridges* includes six operative Directors and the seven organizations include the Arab Recruitment and Retention Center (ARRC), Black Recruitment and Retention Center (BRRC), Mixed Student Union (MSU), Native American Recruitment and Retention Center (NARRC), Pilipino Academic Student Services (PASS), Raza Chicano/Latino Recruitment and Retention Center (Raza), and REACH! Asian Pacific Islander Recruitment and Retention Center, heretofore referred to as "RCAs" (that is: Recruitment and Retention Centers, Core Groups, and Affiliates).

The role of the *bridges* Advisor is to support student leaders within *bridges* in their non-academic life at the university, including public service, leadership development, student organization advising, and other areas.

The Advisor provides programmatic oversight, administrative direction, and management for *bridges* and RCAs. The Advisor has responsibilities for the short and long term development and day-to-day operations of the organization in collaboration with the *bridges* Directors. The Advisor is fiscally responsible for *bridges* and ensures all parties keep within funding guidelines and limitations.

Scope

Generic Scope (Uniform across all jobs at this level - do not modify): Experienced professional who knows how to apply theory and put it into practice with in-depth understanding of the professional field; independently performs the full range of responsibilities within the function; possesses broad job knowledge; analyzes problems/issues of diverse scope and determines solutions.

Custom Scope: Using knowledge and skills as an experienced Student Services professional, performs the full range of duties and responsibilities within a Student Life specialization.

Provides information and interpretation of complex policies, procedures and regulations. Identifies student needs for programs and services. Works in collaboration with student leaders within *bridges*.

% of Time	Core Function	Duty Statements
50	Program Leadership	1. Participates in long and short term strategic planning for *bridges* regarding new program initiatives and resource allocation. 2. Actively seeks out partnerships and collaborations with similar student support services within UC Berkeley and the greater UC system. 3. Fiduciary responsibilities: ensuring that *bridges* stays within parameters of funding allocated by ASUC, Prop 3, and SAPEP; responsible for maintenance of $350K+ budget. 4. Meets with *bridges* and RCA representatives regularly in order to evaluate achieved objectives, organization direction and troubleshoot organization weaknesses. Recommends improvements to overall organization efficiency and efficacy 5. Oversees program logistics to ensure they are within campus policies and guidelines.
20	Program Development	1. Facilitates, plans, and participates in 2-6 week training program for *bridges* leadership. 2. Provides analysis and reports on various organization activities providing quantifiable and qualitative data of change over time for program participants. 3. Serves as liaison with various other departments and entities within UC Berkeley campus that help provide additional support services to students.
20	Student Interaction	1. Coordinates and implements advising methodologies, mentorship activities, and workshops for *bridges* leadership. 2. Leadership Development: Provides ongoing, transformational advising and development to student leaders participating in co-curricular programs and/or organizations on a wide range of issues.
10	Special Projects	1. Special projects and other duties as requested by *bridges* leadership, or as assigned by Director of LEAD Center.

SUPERVISORY RESPONSIBILITIES

The Advisor will carry out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include orientation of new *bridges* leadership; appraising performance; rewarding and disciplining student leaders; and, addressing complaints and resolving problems. The Advisor also oversees, monitors, and evaluates approximately 60 students of *bridges* leadership ("staff", "core", and "board" members of *bridges* and RCAs);; Independently sets priorities to meet responsibilities, goals, objectives, and deadlines; Exercises creativity and good judgment in problem solving and planning of assigned responsibilities and projects. Work is reviewed quarterly and annually by the LEAD Center Associate Director (Stdt Life Devt Supv 2) and *bridges* Executive Committee. The supervisor evaluates performance annually.

SUMMARY OF JOB DUTIES

A. *bridges* Advisor ensures the overall success of the organization. The Advisor's primary responsibilities include project administration, program development, student & stakeholder interaction, administrative oversight, & special project engagements. The Advisor is responsible for providing guidance & support to the *bridges* leadership to successfully meet the goals of the organization by developing them and serving as a resource for the student leaders.

B. Working with the *bridges* Executive Director and Executive Committee will serve as the main source of communication between the organization and the Advisor. Thus, a clear line of communication must be established between the aforementioned parties.

C. The critical duties of the Advisor are to provide guidance and resources to *bridges* leadership; manage finances and accounts (reimbursements, cash advances, etc.) as requested by *bridges* in a timely manner; serve as a liaison and maintain contact with UC Berkeley campus resources, as necessary; provide consultation and technical assistance on developing aspects of *bridges* and RCA programs, as requested; and, operate computers, printer, fax machine, copy machine, telephone, answering machine and other office equipment as required.

SKAC (Skills, Knowledge, Abilities, Competencies) / Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Thorough knowledge of advising and counseling techniques.
- Thorough knowledge of Student Affairs/Student Life specialization.
- Ability in problem identification, reasoning.
- Ability to develop original ideas to solve problems.
- Ability to communicate effectively and diplomatically with a diverse group of students, faculty and administrators, both individually and in group settings.

- Working knowledge, understanding, and comfortable working in a student-initiated, student-run working environment.
- Ability to build relationships with campus and community resources and associated stakeholders.
- Skill in working independently and following through on assignments with minimal direction.
- Ability to recognize problems and generate alternatives or offer solutions based on knowledge of procedures and existing guidelines.
- Ability to independently prioritize assignments in relation to importance of responsibilities and deadlines and potential impact on organization.
- Skill in supervising organization and delegation of workflow to meet organization's goals and objectives.
- Skill in writing editing and proofing correspondence and reports in the appropriate administrative style.
- Skill in using personal computer, electronic calculator, computerized photocopier, fax, electronic telephone system, typewriter, word processor.
- Ability to create and collaborate as a team with colleagues.
- Ability to multitask in a multifaceted environment competently and efficiently.
- Ability to work with students and staff from very diverse cultural and ethnic backgrounds.
- Skill in inter-group dynamics, intercultural relations and organizational dynamics.
- Ability to make knowledgeable and appropriate referrals to other UC Berkeley departments.
- Skill in student programming.
- Skills in employing fundamental counseling techniques with cultural competency and sensitivity sufficient to assist students in making strategic plans about their future.
- Knowledge of retention theory
- High school and community college student outreach/recruitment experience.
- Knowledge and experience working with a diverse student population, including understanding of trends and issues facing low-income, first-generation college, historically underrepresented, and under prepared students.
- Working knowledge of UC Berkeley, and the ability to interpret policies and procedures to prospective applicants and the public.
- Proven ability to maintain cooperative relationships with schools, universities, community organizations and other institutions
- Demonstrated ability to communicate effectively with students from all socio-economic/ cultural backgrounds
- Excellent oral and written communication skills
- Experience in research/information gathering, analysis, and reporting

EDUCATION and/or EXPERIENCE

Bachelor's degree (B.A. or B.S.) from four-year college or university; or one to two years' related experience and/or training; or equivalent combination of education and experience. **(Bachelor's degree in Education or Ethnic Studies (or similar) from accredited institution preferred.)**

Budget for *bridges* Program Director

Program Director

SSA4: * Cost of a SSA4 (PSS 21): $75,700 salary at midpoint, benefits @ 43%, GAEL @ 0.9%, $5000 S&E.

Budget: **$113,932**

Counseling and Psychological Services
University Health Services

Counseling Psychologist III

Counseling and Psychological Services of the University Health Services at UC Berkeley seeks a culturally competent performance enhancement psychologist. The University Health Services (UHS) is a comprehensive college health center that provides fully accredited primary medical care, counseling/psychological services and an innovative health promotion program to over 36,000 students on campus. Within UHS, Counseling and Psychological Services provides comprehensive counseling and consultation services to students and the campus.

Major duties and responsibilities of these positions include providing therapy and consultation to the university student athletes and consulting with coaches and other athletic staff. This psychologist would also be part of the counseling service and would be expected to provide brief individual counseling for students, crisis assessment and intervention, campus consultation/outreach, group and workshop leadership, training and supervision. We are looking for professionals with specialized interest, training and experience in working with the broad range of concerns facing student athletes at a Research I University.

Minimum qualifications:

- Ph.D. or Psy.D. from an APA-accredited Counseling or Clinical Psychology program, and California license (or if licenced in another state, eligible for CA license within 6 months).
- Prior counseling experience and expertise working with student athletes at an academically rigorous institution.
- Prior experience providing therapeutic, academic, and mental skills training to high-level performers.

- Knowledge and skills in providing time-limited individual counseling and psychotherapy, group counseling, evaluation, diagnosis, and crisis intervention services.
- Knowledge and experience with student development and career counseling/assessment.
- Knowledge of applicable laws, standards, and ethics of professional conduct.
- Effective written and verbal communication and interpersonal skills, including public speaking and ability to design and deliver workshops geared towards student athletes.
- Ability to work independently, possibly at an off-site location (e.g., Athletics), and work evening and/or weekend hours as needed.
- Knowledge of electronic/medical records systems.
- **Note:** This is a sensitive position. Employment is contingent upon successful completion of a criminal background check as well as medical clearances and credentialing.

ACES Supplemental Document

Summary Introduction

Since its creation in 2010, the American Cultures Engaged Scholarship (ACES) program has become the reference point for how high quality research and teaching might be forged with the collaboration of faculty, community partners and students in the search for social justice. During the first two decades of the AC curriculum's development, the AC requirement played a pivotal role in fostering a body of scholarship and teaching, which relayed the complexities of America's ever-changing cultural and racial landscape. Now, AC harnesses that history and its resources across 51 programs and departments, with research interests and visions produced with poor and working class communities and communities of color.

Across the US today, we face environmental, economic and social problems that threaten to tear at the very fabric of our society. UC Berkeley, as the nation's leading public research university, has a responsibility to shape responses to these challenges. ACES holds to the belief that lasting solutions to these problems emerge from the knowledge and experiences of the very communities affected by these challenges.

ACES has crafted a powerful vision of a collective future in which every UC Berkeley student enrolled in their graduation requirement course, will have first-hand experience with community-led social change. In so doing, ACES has embodied a theory of change. The development of new knowledge with the capacity to produce true social change and social justice, is created through direct engagement with practical problems, democratizing the research process, broadening and animating the relevance of the research university to community groups, under-represented students, and the scholar-activist.

ACES has named and confronted the contradictions of diversity studies and efforts within higher education. Tempted to be over-celebratory or sanguine, the often reductive, instrumental work of diversity studies has been put into direct engagement with the social complexity of those communities which diversity proposes to study. Putting scholarship to the service of

communities has yielded grounded theory whose outcome is public intellectual work, exciting teaching and a fever of hope.

Eight semesters into course offerings, the ACES program is modestly institutionalized. Further investment in the program could place UC Berkeley at the forefront of community-led research and learning-rich, democratized education.

Below is a summary table of the expected support needed to implement various scales of continuity and growth for the program, details of which are described in the accompanying narrative.

Expenses	Program sustainability without support	Maintenance of Program in Current Form- (2-3 years)	Maintenance of Program in Refresh/Growth Model (2-3 years)	Enhanced Program in addition to growth model
Variable Costs				
New Courses (inc. faculty, fellows, partners)	0	No new courses and based on 20 courses/stipends only at 5,000 per course: Faculty- 3000 Fellows- 1500 Partners- 1500 100,000	Current 32 courses plus up to 10 new courses/annually with modest increases in stipends and 25 courses offered/annually: Faculty- 3500 Fellows- 2000 Partners- 2000 187,500	Refresh/Maintenance of Program for up to 25 courses plus Faculty and full student fellowships: Faculty- 3500 Fellow- 16,000 Partners- 2000 537,500
Course Continuation Funds	0	6000	15,000	15,000
Staff @ 50%	0	110,000	120,000	130,000
Marketing Outreach	0	0	0	10,000
Fixed Costs				
Evaluation (GSA)	0	3000	9000	15,000
Travel	0	2000	4000	5000
Summer Institute/Other Training		2000	5000	10,000
Annual Total	0	213,000	340,500	722,500

Question One: What will be sustained after January 2015? And what will be institutionalized?

We estimate holding on to two-thirds of the courses. This approximation is based on attrition of instructors, courses, and partners. Ironically, some of this attrition is symptomatic of the success of the ACES program. Instructors who have been lecturers on UC Berkeley's campus have been able to leverage their success within the ACES program for tenure track positions

elsewhere. Over time, without an institutional home, we are concerned that these courses will encounter challenges sustaining long-term community partnerships and building interdepartmental relationships, particularly as the faculty who started these courses move on to other campuses or other responsibilities.

ACES has become the reference point for the campus on how UC Berkeley might foster community-engaged scholarship. The program is named often by Deans, Chairs, senior leadership and student groups, when faculty and students want to foster work with the Bay Area community. It is this proven integrity, which has led important parts of the university to call on the program and its staff, in developing campus plans. For example, in both the School of Public Health and the College of Engineering, ACES is serving as the primary source of curriculum development. For the School of Public Health, a community panel of experts and organizations will now advise on the undergraduate curriculum and individual course research projects. The College of Engineering is leading its 'Engineering Scholars as Engaged Scholars' (E^2) initiative with their first AC and ACES course.

ACES is therefore a reference point both for the AC curriculum and for the larger campus. The expectation is that future course creation and faculty development will now be strongly influenced by the lessons and success of ACES.

Question Two: What is needed to maintain the project in its current form for 2-3 years? How much would the campus/E&I self-fund, what would need to be raised?

There are two dimensions under which we might consider the current program: 1) program components and 2) the ACES growth model. To maintain continuity of current program components, we estimate a cost of $213,000/year. This estimate is based on the continued offering of a minimum of 20 courses already created, staffing of those course partnerships, continuity funds required to sustain their partnerships, and training fellowships for the students supporting the course development. This scenario therefore is based on only maintenance of what has already been achieved, and no further growth of the program. Assessment and communication of the program is also not included in this estimate.

The second dimension of the ACES program is to maintain its current growth model: with 8 courses developed in 2010-2011; 12 courses in 2011-2012, and 8 courses in 2012-13. Another 8 were offered in the final 2013-2014 program year. If this is the program model to be sustained, then the estimate for continuing growth at this pace is $340,500/annually. Maintaining ACES over three years would require financial support of continuation funds for the existing 32 courses plus the addition of up to 10 new courses per year. Variable and fixed costs would increase slightly over the three-year period, covering staffing, programming in support of faculty and community partners, marketing and outreach, and evaluation. Equitable increases

would also need to be reflected in the grants awarded to faculty, fellows, and community partners that are consistent with the scale of the program. Support at this level would allow UC Berkeley to build on its past reputation as a leader in diversity education and become a leader in the field of community-engaged scholarship.

Question Three: In what basic ways would the most successful Cornerstone projects be expanded or enhanced? How much would the campus/E&I self fund, what would need to be raised?

Going forward, ACES would like to enhance and expand its programming in several significant ways that will result in institutionalization for community engaged scholarship at UC Berkeley and sustainability of impactful relationships with community partners. These efforts are central to the top-level strategies and related outcomes laid out in the E&I Strategic Plan.

Multi-Departmental Courses around Individual Social/Racial Justice Issues

First, the program would move towards a multi-directional scholarship model by co-convening courses around individual social/racial justice issues. This would involve multiple departments working with community partners around a single issue (for example, ACES courses in the College of Engineering, the School of Public Health and the School of Education all working with Richmond's 'Building Blocks for Kids' and their Richmond Health Equity Program). The resulting scholarship would span several semesters and several courses that frame the larger questions being asked by the community, bringing them to the forefront of research and teaching. Under the auspices of a set thematic issue, ACES would offer workshops for faculty and graduate students, writing institutes to encourage scholarship and publishing in the specific research area, and community engagement opportunities for students that extend beyond a semester. This collaboration on *public health and education* is just one of many social issue collaborations that we believe an institutionalized ACES program could support. Beyond the financial and staff resources accompanying this development, the request would be made to increase teaching credit for these courses. Faculty buy-out is an attractive incentive for faculty's involvement in curriculum enrichment, but this is costly to the campus more broadly in several ways (as new faculty have to flll the resulting curriculum gaps). Therefore, enhanced teaching credit would both reward the faculty for their great efforts in constructing and delivering these courses, and at the same time signal to the campus that this form of teaching/research/service is highly valued in the merit/promotion/tenure process. Much like the discussions attached to how to create incentive and reward for on-line course creation, this corollary within the community-engagement environment would provide a strong bell-weather for the campus of its intended directions.

Engaged Scholarship across the UC Berkeley Curriculum

Secondly, ACES would like to create a ripple effect in the curriculum that moves beyond American Cultures courses at Berkeley. We have already begun to seed this possibility. In the College of Engineering, the effects of the ACES courses have already been strongly felt and are at the core of curriculum changes intended to recruit and graduate underrepresented students. Beginning in Spring 2014, 60 underrepresented students participated in an ACES course, engaged at the intersection of environmental justice, social justice, and engineering. Topics covered, include environmental justice as it relates to air, water, and soil contamination; political ecology; race and privilege; expertise; and engaged citizenship. Students learn how to apply principles of social justice to engineering concepts.

In both scenarios, scaling up the program would include fellowships for faculty and full graduate student support, a post-doc research position, and training programs for graduate students and faculty in the area of racial justice. Please refer to the budget table for a detailed breakdown of the estimated $722,500 annual budget.

New Possibilities: what else should or could we be doing to meet the outcomes described in the strategic plan for Equity, Inclusion, Diversity (e.g. more scholarships for UREM students; more endowed chairs for faculty; expanded efforts in STEM education?)

There is much synergy, leverage and growth available in supporting a relationship between the ACES program and HIFIS. Currently, the Haas Institute for a Fair and Inclusive Society (HIFIS) is centered on interdisciplinary clusters of faculty associated with core themes related to questions of equity and diversity (e.g., Race, Diversity, and Education Policy; Diversity and Health Disparities; etc.). However, these clusters have limited relationships to the broader campus culture and to the communities that surround us. The potential for ACES to connect with HIFIS in the form of designated faculty chairs within ACES would leverage both programs, specifically creating interdisciplinary chairs, linked to HIFIS, who are charged with yielding research based projects and connections within the undergraduate curriculum. Secondly, the associated development of a graduate fellowship program sponsoring graduate students to research, write, and teach on set thematics determined by the clusters and interdisciplinary chairs, which would contribute to the outcomes of responsive research, teaching and public service.

Lastly, it is proposed that a ‘laddered mentoring program’ provisionally entitled ‘The Public Scholars Collegium’ be considered, where the HIFIS faculty, graduate students and ACES students, come together in a series of workshops to host intellectual, institutional and practical questions of the field of racial/social justice and community engagement. This mentored and exploratory environment would provide rich opportunities to build the field of community organizing and provide all involved with the chance to exchange ideas on a diverse range of social and racial justice related topics and their related policy/public realm. These ‘public

scholars' would not only explore the possibilities of truly transformative scholarship, but open up career opportunities as non-profit leaders, academics and community organizers to those in these realms of diversity scholarship.

Ultimately, these possibilities would also contribute to expanding pathways for access and success and to an engaging and healthy campus climate.